

instruction, with a certain end in view, and with the mind of the pupil particularly inclined to a specialty. To take but one example. How few of our youth, who receive Academic honors at our Universities, have anything like a due appreciation of the real nature of their own tongue, its richness, its force, its power of adaptation! But suppose it is known, when a young man comes to a University, that he means to make the teaching of his own tongue the great business of his life! How well toned would he be! And the teacher would be mainly anxious to unfold to him the force and beauty of his own language. He would take pains to show him how the English lays hands upon all tongues, and plucks sweetness from one, richness from another, and strength from a third—that the English language is no single rivulet sparkling with shallow beauty, but a boundless deep, into which the richest streams, from all lands, have hastened to empty themselves. He will then learn, that to know well his own tongue, is the one great purpose of his learning all tongues that have contributed to its beautiful formation—and in his enthusiastic admiration for this extract of tongues, he will long to make others sharers of his joy. When we add to this scientific training of the pupil, the opportunity which is afforded him, in a practiced or experimental School, under the supervision of older and more experienced teachers, to combine art with science, practice with theory, we have a full idea of the nature and functions of a Normal School.

The History of the Normal Schools, is our third topic for consideration. It is the prominent agency for the promotion of education, in fitting for the work those who are mainly to carry it on successfully. The Normal School has been incorporated into the School systems of all the leading powers of Europe, and a number of the States of our own country. It aims to give the true science of teaching, and its history is a triumphant vindication of its usefulness. It produces a strong "*esprit du corps*" among the teachers, which tends fully to interest them in their profession, to attach them to it, to elevate it in their eyes, and to stimulate them to improve constantly upon the attainments with which they have commenced its exercise. The success which has attended the foundation of the Normal Schools, wherever the experiment has been made, is an essential part of its history. The comparative perfection of the educational system of Prussia, is mainly owing to her Normal Schools—and in Germany, France, and Switzerland, according to the testimony of Messrs. Bache, Barnard and Mann, the effect of their establishment on the general education of the country, has been most marked. In England, the Training Schools have been fostered with special care, by some of the most thoughtful English scholars, and have infused new life into her educational systems. The testimony of the practical excellency and efficiency of the Normal Schools on